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ABSTRACT

A number of factors drive the current trend toward career development in the workplace. They include the need to predict personnel needs, social and demographic trends, changing nature of work, changing types of jobs, equity, productivity, technological change, and organizational philosophies. Career development is important at every step in the management cycle, the system by which employees join, grow, and develop within an organization. It is a system consisting of all of those programs and tools used to support the entire management cycle. The career development model can be divided into three phases: staffing, evaluating, and developing. Creation of a career development program first requires an assessment of the organization's need for career development. After needs assessment, the developer must create a vision of what the career development should be, initially including all possibilities. Next, an action plan must be developed. The final step is evaluation of the program and revisions, if necessary. Many research opportunities still exist in the field of career development in such specific areas as integration of career systems with other organizational systems, objectives-based program evaluation, and effects of organizational cultural variables. (Includes 94 references.) (SK)

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CAREER DEVELOPMENT PROGRAMS IN THE WORKPLACE

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U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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FOREWORD

The Educational Resources Information Center Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE) is 1 of 16 clearinghouses in a national information system that is funded by the Office of Educational Research and Improvement (OERI), U.S. Department of Education. This paper was developed to fulfill one of the functions of the clearinghouse--interpreting the literature in the ERIC database. This paper should be of interest to career education and development specialists in business and industry, human resource development (HRD) personnel, vocational guidance counselors, and adult career counselors.

ERIC/ACVE would like to thank Lynn Slavenski and Marilyn Buckner for their work in the preparation of this paper. Ms. Slavenski is Corporate Director of Human Resources Development for Equifax, Atlanta, Georgia. During her 14 years in the HRD field, she has been responsible for succession planning, career planning, training, and organizational development at Equifax, Coca-Cola, and Blue Cross/Blue Shield. She is on the national executive committee of the Career Development Professional Practice Area of the American Society for Training and Development.

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Wesley Budke coordinated publication development with editorial assistance from Sandra Kerka. The manuscript was typed by Rita Charlton, Barbara Rahe, Dana Costin, and Laura Novak. Janet Ray served as word processor operator, and editorial review was provided by Judy Balogh.

Ray D. Ryan
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EXECUTIVE SUMMARY

Recent expansion of work-based programs to provide career development for employees has resulted in a new, larger literature base in the area of career development from the employer's perspective. Since career development is increasingly regarded as the shared responsibility of employee and employer, the importance of this topic, as well as the number and variety of programs, is likely to grow.

Several factors drive this trend toward career development in the workplace, including the following:

- The need to predict personnel requirements
- Social and demographic trends
- Changing nature of work
- Changing types of jobs
- Equity and a multicultural work force
- Productivity
- Technological change and decreasing advancement opportunities
- Organizational philosophies

Career development planning is important at every step in the management cycle, the system by which employees join, grow, and develop within an organization. The steps in the management cycle are (1) hire/promote the individual, (2) orient/communicate expectations, (3) observe performance, (4) manage performance, (5) develop the employee, and (6) make personnel selection decisions, at which time the cycle is repeated.

Recent literature supports the contention that career development is not a narrow process limited to employee-manager interactions in a career discussion, but is a system consisting of all of those programs and tools used to support the entire management cycle, including (1) matching/selection, (2) performance planning and review, (3) individual career development discussions, and (4) departmental career development/succession planning reviews. As organizations begin to recognize this concept, the overall strength of career development practices is reinforced.

The career development model can be divided into three phases: staffing, evaluating, and developing. Staffing considerations require an understanding of jobs and career paths within the organization, as well as the development of a portfolio of selection techniques. The evaluating phase consists of individual performance reviews and departmental or organizational succession planning. The final phase of career development, developing, has been the subject of most of the new literature on career development in the workplace. This phase includes

career discussions between manager and employee, resource centers, self-assessment and career counseling, and career planning workshops.

Creation of a career development program first requires an assessment of the organization's need for career development, considering both individual and organizational issues. Various assessment instruments exist to help organizations determine what is needed.

After needs assessment, the developer must create a vision of what the career development should be, initially including all possibilities. Next, an action plan must be developed that includes, among other things, securing of management support, creation of a pilot program, and establishment of a budget. The final step is evaluation of the program and revisions, if necessary.

Various recommendations on the creation of career development programs, as well as collections of trends in the field, may be gleaned from the literature. However, many research opportunities, in such specific areas as integration of career systems with other organizational systems, objectives-based program evaluation, and effects of organizational cultural variables, still exist.

Information on career development in the workplace may be found in the ERIC system using the following descriptors: Adult Education, *Career Development, *Job Performance, Job Satisfaction, *Labor Force Development, On the Job Training, *Personnel Management, Quality of Working Life, *Staff Development, Vocational Adjustment. Asterisks denote descriptors having particular relevance.

INTRODUCTION

This paper reviews and synthesizes the literature related to career development programs in the workplace in order to help companies implement and improve their own career development programs. The examples found in the literature are primarily from large white-collar organizations, although the principles can be used in organizations of all sizes as well as in academic settings. First, the social and economic changes affecting the need for career development programs are described. Next, the components of career development programs are discussed and the theoretical bases underlying career development programs that pertain primarily to the areas of career workshops and career counseling are reviewed. Finally, the paper includes recommendations for implementing effective career development programs, a report on trends, and suggestions for future research.

How can knowledge of career development programs in the workplace benefit educators? In order to prepare students for jobs in organizations, educators first need to know the programs that are most effective and impart this information to the students. Second, educators should incorporate in-depth knowledge of these programs into any human resource/personnel curriculum. Third, these career programs can work equally well for the staff of academic institutions.

Definitions of Career Development

Before discussing career development, the field's terminology must be understood. Whether they are training and development professionals, career development specialists, or employees of an organization, people need a common set of definitions.

These terms and descriptions help focus attention on the state of planning processes that affect an organization's career development systems, processes, procedures, and activities. There has been much confusion over what career development means. Merman and Leibowitz (1987) provide the following clearest definitions for career development practices:

- **Life Planning.** A self-analysis process for identifying and deciding relative emphasis in one's life among work, values, family, community, leisure, education, and spiritual development.

- **Career.** The sequence of work, educational, avocational, behavioral, and associated attitudes, values, aspirations, and accomplishments over the span of one's life.

- **Career Planning.** A deliberate process for (1) becoming aware of self, opportunities, constraints, choices, and consequences; (2) identifying career-related goals; and (3) programming work, education, and related developmental experiences to provide the direction, timing, and sequence of steps to attain a specific career goal. (Part 3 of this definition is typically called "career pathing.")

- **Career Management.** An ongoing process of preparing and implementing career choices and monitoring career plans and actions undertaken by the individual alone or in concert with the organization's strategy or action.

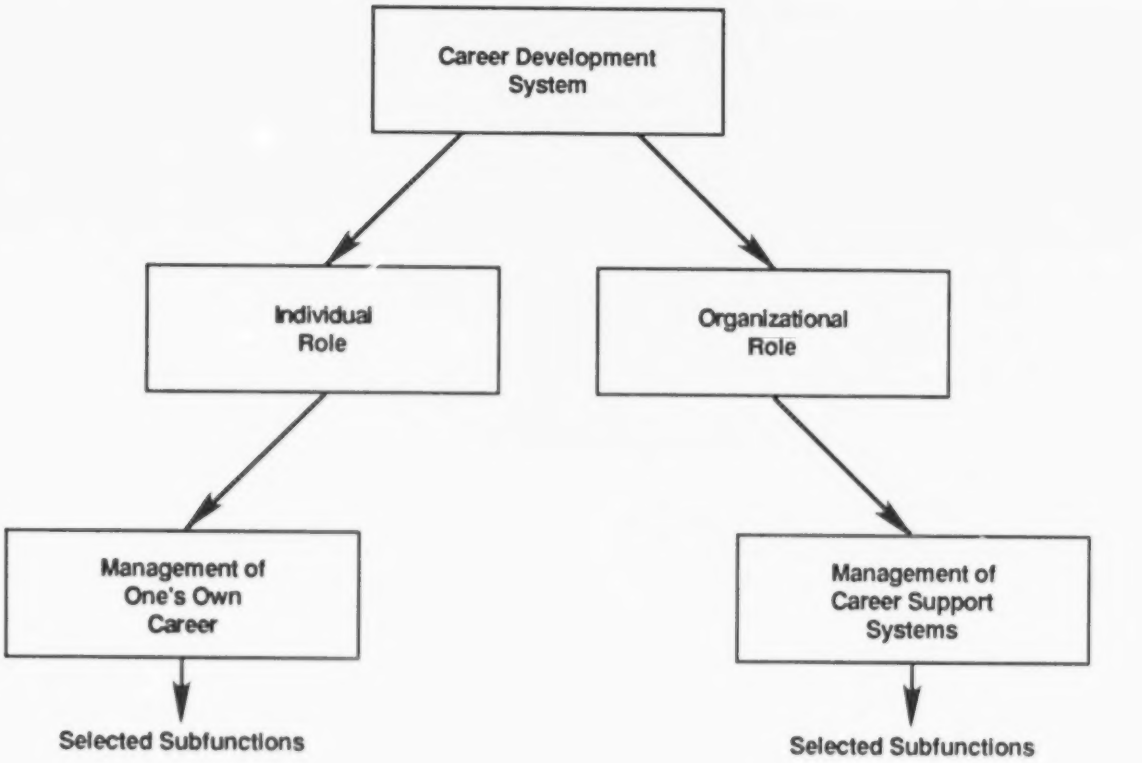
- **Career Development.** The outcomes of actions on career plans. (The outcomes that are pursued may be based on the needs of the organization, the individual, or both, so "career development" must be defined in terms of the individual and the organization.)

- **Individual Career Development.** The way in which people change their behavior as they interact with work roles throughout life. Behavioral changes can be prompted by physical, mental, or emotional influences.

- **Organizational Career Development.** The combination of techniques used by an organization in attempting to achieve an optimal match of individuals with organizational needs and opportunities.

- **Human Resource Planning.** The organizational counterpart to personal career planning whereby the institution identifies future human resources needed, plans for securing those resources through recruitment and development, and strives for the optimum match of individual and organizational needs.

Figure 1 (adapted from Gutteridge and Otte 1983a) depicts the relationship and balance between the organization and the individual. This figure displays an emerging trend--that organizations and individuals share responsibility for career development.



SOURCE: Adapted from Gutteridge and Otte (1983a)

Figure 1. Career systems within organizations

DRIVING FORCES

Many external and internal factors influence the need for career development programs.

Need to identify and forecast personnel needs. Walker and Moorhead (1987) describe a survey of what chief executive officers want from human resource managers. The survey shows that forecasting and planning of staffing needs are receiving increased attention by these managers. In addition, human resource managers are becoming more involved with such career development programs as management succession and development as a way of training and developing top managers so that desired strategic business changes may be achieved.

Social and demographic trends. The age distribution of the working population is changing; demographics show a shift for workers from an average age of 28 to an average age of 40 in the 1980s. Those people in the baby boom generation who are motivated by needs for satisfaction and achievement will shape some of the career development programs. This large group will also be competing for the smaller number of available management positions and, therefore, many members of this group are likely to be disappointed when their career paths are stymied.

A second social and demographic trend is the tendency for people to work past their retirement age. This results in more people in senior levels in the work force and more competition for these positions. This group of older workers will need to be retained productively in the work force because of the expertise and experience they bring to the job.

The social needs of individuals have also changed. There is now increased concern about the quality of work life, a desire for more leisure time, and a rise in work force expectations. In addition, dual career families, with their special career development needs, have increased (Gutteridge 1983).

Changing nature of work. With the change from an industrial society to an information society comes a change in the nature of available jobs. Career paths in some industries are not as linear as they once were, and this phenomenon is raising the issue of how to prepare people for different positions. The nature of work has also changed as technology makes things less personal. At the same time, individuals would prefer that things be more personal--in John Naisbitt's (1982) terms, a desire for high "touch."

Changing types of jobs. Hallett (1987) predicts in his book *Worklife Visions* that 80 percent of today's jobs will not be around in 15 years. By the year 2007, today's working Americans likely will have changed jobs four times, their careers twice, and will be employed in a profession or job that does not yet exist.

Equity and a multicultural work force. In this era of equal opportunity, organizations are starting to promote equity in the career advancement rates of females and minorities. They are

also dealing with special issues such as dual career families (Sekaran 1986) and the special needs of these groups (Jaffee 1985) as well as the needs of a multicultural work force. Career development programs are viewed as a viable, supportive tool for these issues.

Worker productivity. Because of inflation and competition, there is a need for more individual productivity and consequently better matches between the individual and the organization. As organizations decrease in size and have shortages of people in certain jobs, the remaining employees will need to be even more productive.

Technological change and decreasing advancement opportunities. Technological changes such as the increase in computerization and the different types of jobs needed to support this technology, the constant organizational changes required to bring out new products, and the flattening of organizations demand career systems that can more easily match people to organizations and deal with plateauing issues (Gutteridge 1982; Hallett 1987; and Naisbitt 1982).

Organizational philosophies. The goals, mission, and vision of an organization are obtained philosophies that affect career development (Gutteridge 1983). For example, the organization may want to promote from inside to build the culture in the organization. On the other hand, organizational policies to enter new ventures by acquiring, merging, or divesting have created new career issues for individuals in the organizational units where the changes have occurred. Organizations that are trying to increase their competitive edge have restructured. This restructuring has generated problems for technical personnel who have moved into sales positions, problems requiring career development programs that are responsive to organizational change.

The next section explores how reactions to these trends have surfaced in organizations as actual human resource programs.

CAREER SYSTEMS

Before reviewing some of the systems, it is useful to discuss the way in which an individual comes into an organization, grows, and develops within that organization--the management cycle. This cycle (illustrated in figure 2) is an analogy that helps frame the different components of a career development system. It also provides a perspective of some of the other career components to be reviewed later.

The Management Cycle

The management cycle is composed of the following steps: hire/promote, orient/communicate, observe performance, manage performance, develop employee, and make personnel selection decisions.

Hire/Promote

The first step in the management cycle involves setting **job requirements** and defining the types of skills and knowledge needed by the organization, which are based on the organization's strategic direction. Individuals who can meet the organization's needs are then **recruited**.

Orient/Communicate

The second step involves **orienting** the recruit--getting an employee on board. It includes a variety of activities such as defining and communicating the expectations for a job, job objectives and standards, and knowledge of the organization--structure, norms, people, and so on.

Observe Performance

The third step involves **observing** and assessing the new employee to determine whether he or she meets the expectations of the job.

Manage Performance

The fourth step is **managing** performance, which involves providing feedback on an informal or formal basis about performance.

Develop Employee

The next step involves a series of **development** activities. Activities may include on-the-job training, job rotation, job enrichment, or expansion of an individual's job.

Make Personnel Selection Decisions

The individual usually moves on to other jobs in the organization, in which case the same cycle is repeated. Future job requirements are specified, and a determination is made of the employee's match for that job. Although the issues surrounding staffing are looked at from an internal perspective, they are much the same as those surrounding the initial hiring of a candidate from outside.

At each of the steps in the management

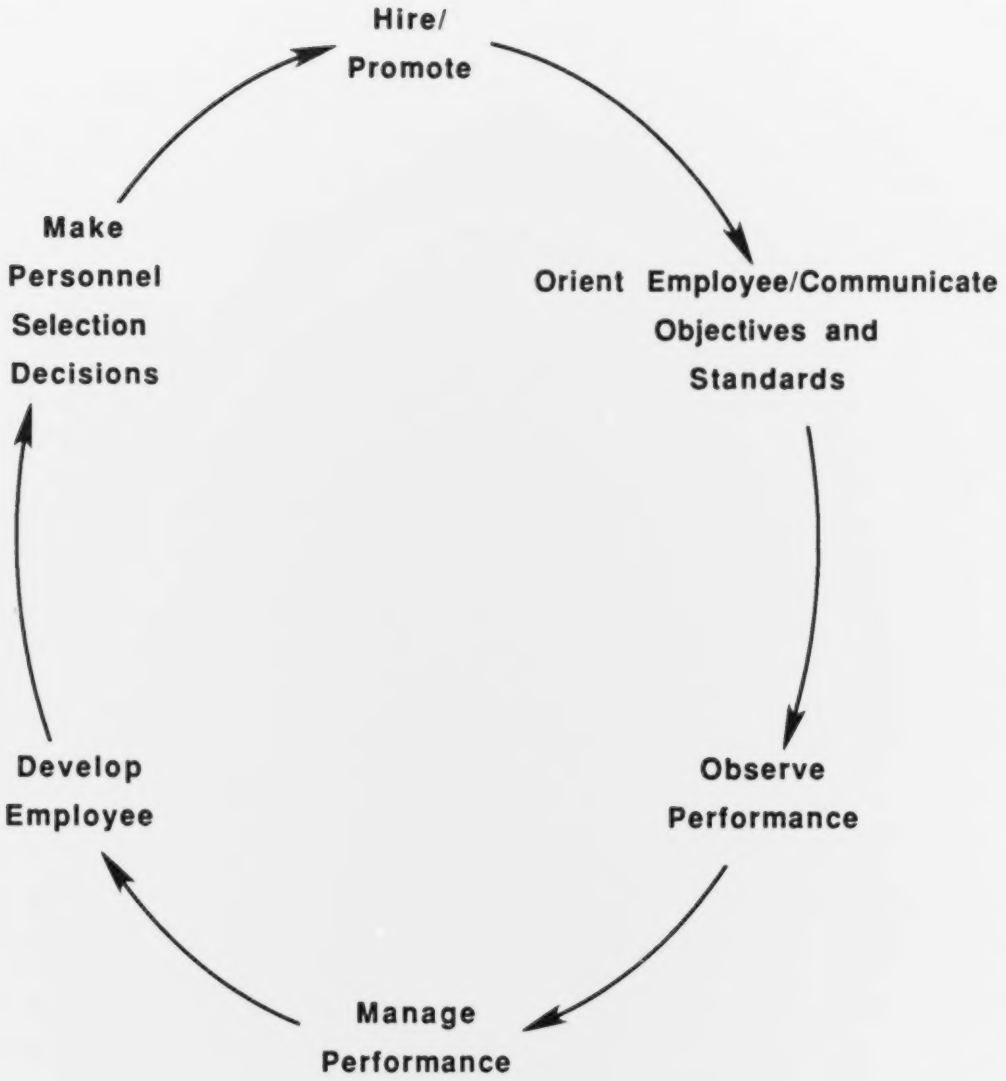


Figure 2. Management cycle

cycle, there is a career development program that assists both manager and employee in maximizing the growth of the individual from infancy through adulthood in the organization.

Components of a Career Development System

Figure 3 illustrates the components of a career development system, described in this section.

Component 1: Hiring/ Employment Practices

Beginning with the entry step into the organization, Component 1 includes career development programs that involve selecting the recruit and finding the right organizational match for the new person. Organizations need to hire the "right" people initially in order to develop careers successfully once they are hired. Assessment processes are one of the most actively used programs because they ensure a good job match initially and also give applicants a realistic idea of the requirements of the jobs for which they are applying (Jaffe and Sefcik 1980; Slavenski 1986). This helps applicants make good career decisions. An individual performs exercises that resemble skills needed on the job; this behavior is then evaluated by trained observers. The information about their skill strengths can then be used to launch their career in the organization successfully.

Component 2: Job Description/ Orientation Program

The second component involves orienting the employee not only to the job but also to the organizational culture and values so that the new employee is able to succeed within the organization. This can be critical to the career success of the individual. Organizations are increasingly concerned about this "joining up process" to decrease the time involved in learning about the organization and to increase the person's success (Kotter 1973). Group and individual orientation programs prescribed by the organization and managed by the person's supervisor are gaining increased emphasis. Job descriptions are particularly useful in communicating job expectations. Pascale (1985) describes the orientation programs of such companies as IBM, Procter & Gamble, AT&T, and others to illustrate specific practices that can be used to involve the new recruit in the culture of the organization.

Component 3: Performance Review

The third component involves communicating performance expectations that are supported by the appraisal programs currently used in organizations. This process gives employees feedback about their performance on their current job. Because current performance is a key to future performance, this is an integral part of a system.

Component 4: Compensation/Rewards

Some of the most innovative career development practices involve new compensation systems of monetary and nonmonetary rewards that allow downward movement and dual technical and management ladders and that reward managers for developing employees (Bedrick 1988).

Component 5: Employee Development

The fifth component involves the individual's participation in development activities such as training programs, on-the-job development, career discus-

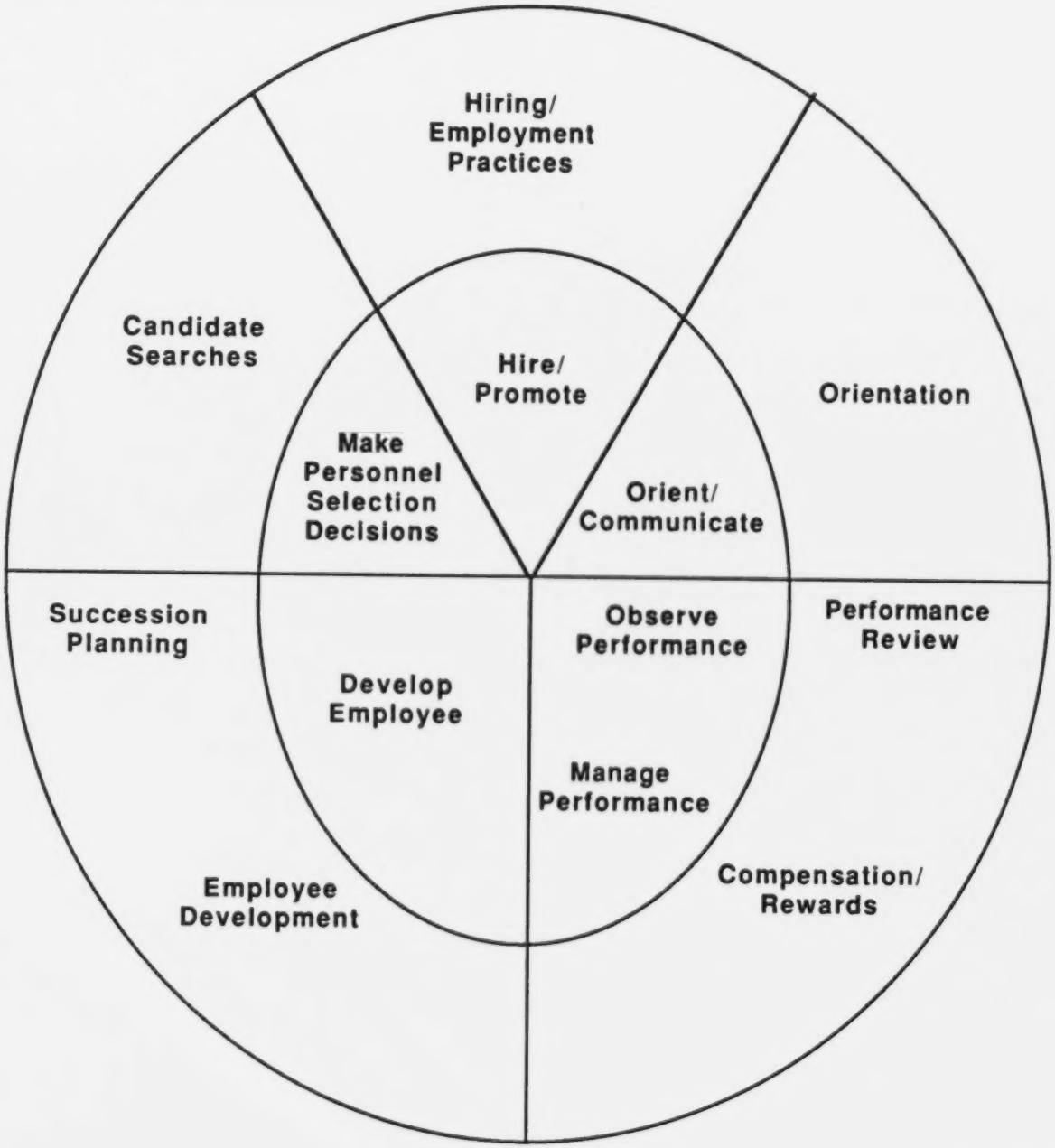


Figure 3. Components of a career development system as they relate to the management cycle.

sions with managers, career planning workshops, career resource centers, and use of information on career paths.

Component 6: Succession Planning

On the organizational side, the managers of a company evaluate employees and match them to jobs based on succession planning, high potential identification, and development processes. At this point, the individual's career planning information ties into the organization's planning.

Component 7: Candidate Searches

Finally, as future needs materialize in the organization and an individual is found who is qualified for and accepts the position, a job match is made and the process begins anew.

CAREER DEVELOPMENT PHASES AND COMPONENTS

The career development components can be categorized into the following critical phases:

- The **staffing** of an organization and the **orientation** of new employees
- The **evaluation** or assessment of employees in their jobs
- The **development** stages, which involve individual career planning as well as the organizational career management of those persons

Recent articles in the area of career development systems advocate a broader scope for these systems. It is suggested that staffing, evaluation, and development be tied into business needs, rather than focusing on just one aspect of a total career development system such as career planning workshops. Some of the other models well known in the literature are those by Burack and Mathys (1980) and Walker (1980) in his book *Human Resource Planning.*

The model by Burack and Mathys describes career development as part of a larger human resources development system. The model begins with the strategic business plan, which identifies the human resource development requirements. The organization decides if the resources are available by using activities such as work force analysis, analysis of the performance appraisal system, or analysis of the personnel information system. Once a plan is made as to the types and numbers of people needed, the career management system defines jobs through job analysis and/or job enrichment strategies. The second phase of career planning involves career discussions with employees, which are supported through the human resource development staff, management, and the direct supervisor. The third phase of the career management system uses career/life workshops that assist individuals in career planning. This concept of a career management system seems narrow in that it does not involve employee development and training, staffing, orientation, performance appraisals, and succession planning, which were previously described. Burack and Mathys describe these components in their model but label them as human resource development.

Should career development be defined as a narrow process that involves the interactions of the employee and the manager in a career discussion? Or should it be defined as all of those programs and tools that are used to support the entire management cycle through which the individual goes in growing with the organization, as originally described? It involves all of these programs and tools: organizations are moving in this direction to describe career development more broadly as they recognize that each component reinforces the overall strength of career development practices in the organizations.

This total systems approach is supported in the latest literature by Hall (1986); Jaffee (1988a); Kaye (1981, 1988), who describes career development

as an integrating force; Leibowitz, Farren, and Kaye (1986); and Merman and Leibowitz (1987).

Slavenski (1987) outlines career development as a system consisting of the following:

- **Matching/Selection**--This includes the gathering of job information into job profiles (a list of skills, knowledge, experience, and tasks) as well as use of assessment center technology in selection.
- **Performance Planning and Review**--This is seen as the heart of the system since current job performance is the key to present and future growth.
- **Individual Career Development Discussions**--These discussions are supported by career workbooks, career books of departments, job profiles, training of managers, employee career planning workshops, and career interest forms. Both performance reviews and career discussions provide information for the next component.
- **Departmental Career Development/ Succession Planning Reviews**--This step requires identifying how an employee's potential and readiness for promotion correspond to the company's need to replace people. Career development meetings were called "People Days" since they were a review of people by their managers from the bottom of the organization through the president, usually taking place in group meetings.

In addition, Slavenski (1987) outlines the roles of the manager, the employee, and the organization.

The total systems approach as described may exist in many organizations but has not been reported as a total system in the literature. Individual articles available in the last 5 years center on reporting activities in the career planning area. Therefore, only some aspects of this system can be described in detail. The literature on integrated systems available is reviewed and grouped into the three phases of the career development model as follows:

Staffing

- Career information
- Selection techniques

Evaluating

- Performance reviews
- Succession planning

Developing

- Management career discussions
- Career resource centers
- Self-assessment/career counseling
- Career planning workshops

Figure 4. Three-phase career development model

STAFFING

This section describes the use of career information and selection techniques in staffing.

Career Information

The first step in implementing a career development system in the workplace is for employees to have knowledge of jobs and the hierarchical structure of those jobs in the organization, which leads to the concept of career paths. A great deal of information appears in the literature about the establishment of career paths in organizations. Defining career paths is one of the more complex areas in which to establish clear standards because very few organizations have rigid career paths.

Career paths are general guidelines for individuals and may be thought of as a framework on which to hang job information. The target audience for using career path information is the professional individual who is in a technical field or an information services area. Articles are rarely seen pertaining to the career paths for development of general managers. The literature on career paths has been very narrow; therefore, little information has been added to the career path literature reported earlier in the 1970s. A few samples of those articles reported in the literature are described to give the reader an idea of what organizations are doing.

McEnery and McEnery (1984) discuss the special problems of professionals who often remain in the same job and do not feel that they are advancing because they are not moving into management. McEnery and McEnery recommend a new classification of rewards including salary increases as well as such extrinsic rewards as flexible benefits, flextime, and profit sharing in order to meet the motivation and satisfaction needs of professionals.

Craig (1986) describes General Electric's system of using career ladder information. This system makes information accessible to employees through personal computers. This system includes not only information on jobs but also a database of employee skills that can be used for placement purposes. This system can be applied by other organizations for getting job information to employees. One company is exploring the use of a telephone job posting system that would allow employees to call in and check job availability.

Nilan, Walls, Davis, and Lund (1987) describe the General Mills career ladder system for an information systems department. This system includes a method of describing jobs by their technical competency, which then allows the company to define the standards needed to move from one job to another. Also, the job profile information includes other jobs that are promotions or transfer positions. Employees are provided with more career information to enable them to determine the skills and technical competencies needed to move from job to job. This system is supported through other human resource systems and is used to expand the se-

lection, job evaluation, training, performance appraisal, and succession planning processes in this company.

Mainiero and Upham (1986) discuss the topic of scientists and engineers and review the dual-ladder career path. Global-Tech used an interview to gather information regarding available career paths in the different divisions and plants as well as the expectations for technical/professional personnel. This information was distributed through a workshop, which presented the profile of a successful technical/professional person and included such concepts as career anchors. The workshop also provided career information to help individuals better understand their careers as technical/professionals and emphasized that the professional career path is as legitimate as the management career path.

Sheppeck and Taylor (1985) outline career paths for an electronic data processing department. The authors present a model of ways in which individuals increase their skill level and knowledge to move up in the organization. They also present the employee relations job families. The concept they present does not involve moving a person through specific jobs, but through specific job families; therefore, it is a little broader in its approach to career paths.

A new trend in the career path area is implementing nontraditional moves. There seems, however, to be more theoretical interest than action in this area (Hall 1984). This may be due to the need for organizations to have people "hit the job running" rather than move through a learning curve. Some organizations have created a formal department or function that is responsible for internal moves (Morrison and Holzbach 1980). Upward career paths have less relevance for many knowledge workers, although companies frequently continue to manage these people in the traditional way. Professionals such as planners and engineers can often make a stronger long-term contribution by having well-planned lateral moves. Businesses as diverse as Citicorp, Club Med, and 3M have found such rotation a key to remaining competitively innovative (Tomasko 1987).

Lattock (1985) and Hoffman, Wyatt, and Gordon (1986) provide different, nontraditional ways of looking at jobs in an organization. In addition to surveying career paths by organizational level, they suggest classifying a job in terms of its individual contributor or management position. This method provides an analysis of information about jobs based on knowledge and skills in an individual contributor in contrast to the knowledge and skills needed in a management job.

Mirabile (1986) describes a component model for competence-based career development. She asks such questions as What competencies are necessary to perform in a given position? What is the current competency level of a particular employee? Is the employee ready to move to a new position? Which one? When? If the employee is not ready, what needs to be done to make him/her ready?

As is implied in the preceding articles, less emphasis is placed on upward movement, whereas downward, lateral, and exploratory movements are emphasized. "Up is not the only way" is a term used to express this movement; Kaye's (1982) book with that title describes the need for alternative career movements.

One of the main reasons for this change toward exploring paths other than upward movement is that the upward career paths no longer exist so careers "plateau." Bardwick (1987) and Dawson

(1983) describe the difference between structural plateauing (limited growth due to the flattening of organizations) and content plateauing (limited growth because the job itself does not provide growth). Relocations, job hopping, and individual recognition through activities inside and outside of work can help offset the negative effect of plateauing.

The authors feel that except for certain highly specialized career areas, such as data processing and engineering, the traditional career path model that shows the various organizational moves a person can make is of limited use. In fact, most organizations have much more fluid structures, and career paths are difficult to define. Therefore, job profiles that define the competencies needed to reach certain jobs and levels may be a better approach. In this way, individuals can concentrate on building skills and knowledge that will increase their career opportunities.

Selection Techniques

Although there are various selection techniques, an interesting process is described by Taylor and Frank (1988)--the implementation of self-assessment exercises and assessment center exercises in an organization as a way of providing career information as well as serving the needs of the organization to staff key positions. Assessment centers and career planning are undergoing changes to adapt to local cultural practices as they are used by multinational corporations and foreign countries. Taylor and Frank describe the adaptation of career planning exercises and assessment exercises in Japan. One example of the adaptation process was to develop a method of giving direct feedback on skills. Instead, performance evaluations were profiled as they related to the skill requirements of a given job family such as sales or engineering. Another practical career development program that helps match people to positions is a job posting system where employees can apply for jobs openly.

In summary, organizations continue to struggle with how best to provide information about jobs (see also the section on career resource centers). Part of the problem in providing information lies in continual change and the fact that careers are not upward ladders. Regardless of the amount of information provided, the authors feel that people will want even more. Computerization of some (not too much) key information to narrow the search may be the solution to this problem. This job information needs to be combined with the latest techniques for matching people to jobs. There seems to be an increase in the use of structured interviews, assessment technology (Slavenski 1987), and electronic use of assessment technology (Jaffee 1988).

EVALUATING

The next step in the human resource cycle is the Evaluating phase. Components such as performance review and succession planning that enable an individual to move further in the organization are presented.

Performance Reviews

Because current performance is a key to future success, performance appraisals can be an important part of a career development system. Performance appraisal systems are a necessary foundation for career development programs, even though some authors would not define performance appraisal as part of career development. Human resource professionals and managers need to know which employees are performing well since performance is one important piece of information needed in order to promote individuals. Individuals need feedback on their skills and knowledge to increase satisfaction on their current job and to provide a stepping stone for their next job.

Gellerman and Hodgson (1988) describe some new trends in performance appraisal. The dissatisfaction with the traditional performance appraisal system led a division of the biotechnical and chemical company, American Cyanamid, to convert their performance appraisal system into a development system. Managers wanted to focus on the positive elements of communicating expectations to an individual, and they succeeded: the experimental group, using this new system, improved their job performance. An additional benefit was that employees perceived the performance review system as being less arbitrary. Managers also did not relate the appraisal rating to a particular forced distribution for sales merit increases and, therefore, took away the negative aspects of viewing performance appraisal as a punishment tool.

In reality, a skewed curve rather than a bell curve describes performance, particularly in organizations that hire people with high standards. As stated by Gellerman and Hodgson, "Motivation is more important than administrative convenience. Professional pride can be a powerful motivator and should not be discounted in considering how changes in performance appraisal and compensation systems will affect the productivity of knowledge workers" (p. 41).

A theme identified by DeVries, Morrison, Shullman, and Gerlack (1986) is the unrealistic number of responsibilities some organizations assign to performance appraisal. Those responsibilities will be even greater in the future. They advocate building new programs around career development and job enrichment that have their own separate identity and are not assigned to the performance appraisal agenda. This would fit in with the model advocated in this paper.

In addition, organizations are tending to change the design of their systems from documentation of the poor performance of a small group of employees to a system that motivates the larger population of "good" performers to do

even better. As a result, organizations like American Cyanamid (Gellerman and Hodgson 1988) and GTE are experimenting with new designs of performance appraisals. However, organizations will continue to struggle with such issues as objectivity, fairness, and motivation.

Evaluation is the foundation of understanding a person's potential and career advancement possibilities; this leads naturally into the subject of succession planning, the major program used to determine who are the best people to promote.

Succession Planning

The real decisions that are made in organizations regarding careers are fundamentally made for employees by managers in staffing new positions and/or through succession planning. Succession planning has elements of both development and evaluation as well as human resource planning.

Hall et al. (1986) describe succession planning as one of the hottest areas, because it involves top management's identification of the "family jewels"--the next generation of leaders. A survey of corporate practices has been provided by Carnazza (1982). Fresina and Associates (1987, 1988) provide benchmark reports on the practices and trends in major midsized corporations. For example--

- Succession planning in most companies includes either a relatively small portion of management positions (0-15 percent) or a fairly large proportion (over 35 percent).
- The review process is taken seriously--100 percent said that the CEO, president and/or board of directors participate in the review, and 78 percent reported formal reviews (usually annual).
- The five most commonly used developmental methods were early practical leadership experience, cross-functional training, task force assignment, swapping line/staff, and corporate assignment.
- Problems reported include the need to do a better job of earlier identification of people, too few candidates for positions, organizational change, lack of senior management support, and lack of sufficient time/resources.

Gabarro's (1988) research into management succession provides some data to help guide succession planning. In the past, only practical experience could be relied on. Gabarro's study yields evidence on how much time is needed for developmental assignments to be effective. He reports: "The data indicate that anywhere from two to two and a half years are needed for managers to acquire an in-depth understanding of their new situations and to translate that understanding into organizational impact" (p. 137).

McCall, Lombardo, and Morrison's (1988) research on effective development programs confirms that most development takes place on the job rather than in seminars. Some of the most effective strategies used by organizations were mentoring, career planning programs, and job rotations. Their research uncovers ways to improve these strategies by identifying the kinds of jobs that have the most developmental value such as jobs with challenge, line-to-staff switches, starting-from-scratch jobs, fix-it/turn-it-around jobs, and jobs that are expanded in scope to add major responsibilities.

In the specialized area of succession planning for concerns regarding appointment of CEOs and boards of direc-

tors, Vancil (1988) provides some suggestions for selecting these groups. With the enormous amount of change coming from mergers and acquisitions of organizations, Vancil's insights into succession will become even more valuable to senior human resource managers.

One of the most practical books on succession planning was written by Mahler and Gaines (1983). It provides a good review of the state of succession planning. Most important, they describe succession planning as a part of a large development process of professionals and managers. The authors outline some of the major pitfalls in succession planning:

1. Lack of interest and involvement in the Executive Review Process by the CEO.

2. The mechanics of the Process are carried out, the Results aren't forthcoming.

3. The Executive Review Process is viewed by "Line" managers as a program of the Human Resource Function.

4. The Executive Review Process becomes excessively complex.

5. The Quality of preparation for the Executive Review is low.

6. There is an absence of follow-through on the Action plans resulting from the executive review.

7. The initial design of the executive review program endures, decade after decade with no major improvement.

8. Some frequently used procedures lead to suboptimization.

9. One or more bias tendencies subvert the executive review process.

10. There is an absence of effective discussions during the review process.

11. The replacement nominations are accepted at face value.

12. There are environmental factors which adversely impact the executive review process.

13. The Reviews are limited to the top level of the organization. (pp. 9-18)

Very little has been written on the practices of succession planning; therefore, a human resource practitioner who wants to keep up with the trends will have to attend seminar or conferences or establish contacts with practitioners. The latest work by Fresina and Associates (1988) on succession planning practices discusses the trends. Currently, succession planning is proving useful to companies as a resource for candidate pools and a driving force behind development plans. By including lower-level positions in succession planning, a career planning system can be developed, especially if succession plans are linked to career discussions.

In summary, succession planning is a key part of any career development program since it links information from employees to the planning needs of the organization. In fact, focusing on these areas will help obtain management support for other areas, such as career workshops, which are more employee oriented. Management can begin to see the tie between the organization's and the individual's needs.

DEVELOPING

This phase of career development includes career discussions, resource centers, self-assessment and career counseling, and career planning workshops.

Management Career Discussions

Many companies offer management training programs that include teaching managers new roles, career concepts, coaching skills, and company information. Seminars seem to work best if, in addition to teaching managers basic listening and guidance skills so that they can carry out career discussions, they also give managers an opportunity to do their own career planning and acquire an understanding of the concepts of careers. Zenger (1981) talks about the barriers that must be overcome and the organization's responsibility for providing career information. Most important, he describes building the required skills in a management training program so that managers can perform career planning. Some of the skills he describes are--

- o initiating career discussions with subordinates,
- o clearly communicating organizational needs,
- o coaching subordinates on ways to manage their careers better,
- o assisting subordinates in developing a career plan with concrete steps, and
- o developing and maintaining the employees' responsibility for their own career management.

Hutcheson and Otte (1985) describe the manager's role more simply as supporting and facilitating employee career development. This support may take many forms--coaching, on-the-job assignments, reality-testing employee goals, providing honest feedback, and so on. They emphasize that the employee, not the manager, is responsible for his or her own career development.

Zenger (1981) describes three major issues regarding career development in an organization: (1) clarity about roles and responsibility, (2) acquisition of career discussion skills by managers, and (3) linking career planning to the realities of the organization.

Leibowitz and Schlossberg (1981) outline the roles of a manager and describe a pilot study they conducted to develop these roles after interviewing employees and supervisors. The nine roles are communicator, counselor, appraiser, coach, mentor, advisor, broker, referral agent, and advocate. Activities are defined for each of the roles with which a manager would be involved. This is one of the most comprehensive articles in this area in terms of establishing what is required to develop such a training program and in giving the content of a training program.

Management training has a theoretical

base in some of the research on career anchors by Schein (1978); research on career stages by Dalton, Thompson, and Price (1977); and counseling research on the decision-making process by Ivey (1971) and Carkhuff (1972).

Meckel (1981) describes the manager as a career counselor and delineates the attitudes and skills needed by a manager in this role. Although his model, which is based on the Carkhuff model, is not as specific in terms of roles, Meckel does provide a basic framework for conducting a career discussion.

Miller (1981) discusses the need to train managers to stimulate employee development. He describes the type of role that a manager would play as well as the training program, which consists of three broad areas. The first area involves the participant in the career management process, the second area consists of self-assessment and career planning, and the third area has to do with the role of the manager as counselor in helping the employee through the career planning process. In this study, managers who practiced career interviews became much more comfortable with career discussions after completing a career planning workshop. A 3-day course was the main agent for changing the comfort level of managers.

Jones, Kaye, and Taylor (1981) describe the responsibilities of managers in assuming the role of career coaches. Managers' abilities and competencies were described, as was the work that was done at General Electric's nuclear energy business group to teach managers to become career coaches. In a 1-day intensive workshop entitled "Managing Career Conversations," managers learned to explore aspects of the career development process and to communicate with employees. Jones et al. used the earlier work by Walter D. Storey (1976) of the General Electric Company entitled "Eight Rules of Straight Talk." Also looked at were the different career ladders that individuals typically follow, such as that of individual contributor or manager, so coaches would have a concept of career progression.

Randolph (1981) describes managerial career coaching in a general sense and looks at some of the resources companies used in putting together a training session. Kram (1985) identifies key skills for managers to use to mentor their employees--sponsorship, coaching, protection, exposure, and providing challenging work. Mentoring is described by Hall et al. (1986) as a helping relationship that promises career growth.

In conclusion, management career discussions form an integral part of any system of career development. Training managers for their role is vitally important and is necessary for the success of a system. However, organizations have had almost a decade of experience in teaching managers how to conduct career discussions, and the actual use of these skills is lower than has been anticipated (Walker 1988).

The manager's role as a career advisor is hard to implement because organizations tend to rely only on seminars to change behavior. A seminar alone is not enough to change behavior. Organizations will need to build reward systems into their performance appraisals and bonus systems in order to obtain higher levels of management commitment to career discussions (Bedrick 1988). In addition, companies are realizing that a total systems approach is needed to reinforce management behavior to develop employees.

Hutcheson and Otte (1985) point out that the perceived benefits of conducting the discussion must outweigh

managers' fears and perceived risks before effective, productive career discussions will occur regularly.

There have been very few innovations in the career development field in the last 5 years. One exception is the key career development activity of career discussions. Integrating career development practices into the total human resource system and providing follow-up with managers to make certain that they develop employees have been the key organizational practices. Another key innovation has been workshops designed to develop employees, using on- and off-the-job experience.

Career development has been the focus of some outdoor "breakthrough" programs. Using the discussion to generate a career planning document--for example, a Career Interest Form or Career Plan--which is included in larger organizational placement systems (staffing) is often an important output of career discussions (Hutcheson and Cross 1987).

Career Resource Centers

Some information is available regarding career resource centers in the literature. Moir (1981) describes the career resource center at the Lawrence Livermore National Laboratory. Kaye, Leibowitz, Farren, Remick, and Jones (1984) describe a career resource center at General Electric. Kramer (1988) describes the center at World Bank International Finance Corporation.

The last few years have expanded the quantity and quality of career planning and career information tools available to stock resource centers. Career resource centers can be a visible means of supporting career development for employees and can relieve managers of the tremendous burden of providing information. Within resource centers, computerized systems (for example, Discover, Careerpoint) are helping individuals assess personal values and interests and determine how they fit into the organizational realities as well as sort out job information. This provides help on a large scale and gives an organization the ability to move away from one-on-one counseling.

Centers may include individual assessment exercises, books, videotapes, job information, company information, referral to people in the organization willing to discuss career areas, and job postings. Although many organizations have career resource centers, some evaluations show that those centers that stand alone are not as effective as centers offered in conjunction with career planning workshops or management counseling and tied into an entire system.

In conclusion, career resource centers are more effective if they support a larger system. They are a symbol of company support of career development and openness of information. As a trend, the computerization of information within the centers will probably continue to grow.

Self-Assessment/Career Counseling

Some of the most popular self-assessment programs involve career workbooks for individuals. Career workbooks and other self-assessment activities are usually part of two major delivery systems. The first delivery system involves career counseling. Although organizations have moved away from career counseling, there are still some programs described in the literature such as those at Pittsburgh's National Bank (Sweeney, Haller, and Sale 1987) and at Hughes Aircraft (Raskin-Young 1984). A review of the literature by

Cairo (1983) delineates some of the different career counseling models. The other delivery system for self-assessment is career planning workshops that provide the theoretical understanding of careers. Another use of career workbooks to help employees is a career discussion with their managers. Probably one of the most famous self-assessment "workbooks" is *What Color Is Your Parachute?* (Bolles 1987).

A future trend may be more formal incorporation of career counseling into Employee Assistance Programs (EAPs). EAPs cover the full spectrum of personal counseling and are usually offered free to employees of organizations. With the increasing pressures on careers, EAPs are a natural resource to help people deal with serious career issues. However, caution needs to be taken not to get between a manager and employee on these issues. Counseling may end up helping the individual deal more with the realities of the organization and with his/her manager.

In summary, although career counseling exists in organizations, there seems to be more reliance on self-assessment, possibly due to the high cost of individual career counseling, as well as organizations' desire to rely on the manager as the career resource. However, as career issues for people become more complex, they may need to seek counseling through EAP programs and outside counseling resources such as community colleges. The key is to position any counseling or self-assessment intervention in order to bring about a better understanding between manager and employee, not getting in the middle of the two by substituting for this important relationship.

The self-assessment activities of counseling, career workshops, and career information centers have their basis in career development theory. A review of the major theorists provides a framework for better understanding of these programs.

Career Development Theories

Because career development theory provides the basis for self-assessment activities and counseling, some of the major theories are discussed at this point.

Dalton, Thompson, and Price: Career Stages. Some of the most important and practical work is that of Dalton, Thompson, and Price (1977), who enumerate the career stages through which individuals pass. The apprentice level is the first stage individuals enter when joining a company. In this stage, individuals are in a state of dependency and must "pay their dues" before being given their independence. The second stage is the individual contributor stage. Some people never move beyond the individual contributor stage because they do not have the orientation to be a manager or a mentor, which is the third stage. Some typical second-stage careers involve that of sales or technical people who are content being responsible for only their work and not that of other people. The third stage is the mentor or manager stage, when responsibility for others and the issues surrounding being a manager are the lessons to be learned. In the last stage, entitled the sponsor stage, the employee moves the organization forward and is responsible for the growth of all individuals.

Edgar Schein: Career Anchors. In his research on career anchors, Schein (1978) explains why people are attracted to different careers. A career anchor is the way employees interact with their work environment to create an occupational self-concept--self-perceived talents and abilities, motives and needs, and attitudes and values. The following are some of the

career anchors:

- **Technical/functional** competence, which pertains to people who are interested in using their expertise.
- **Independence**, which attracts people who operate independently.
- **Managerial** competence, which pertains to the responsibility for accomplishing key results.
- **Security/stability**, which attracts individuals who desire company loyalty and financial security.
- **Service or dedication**, which involves contributing to an area or function.
- **Creativity and entrepreneurship**, which involve creating something new.
- **Challenge**, which encompasses problem solving and winning.
- **Life-style integration**, which is balancing all aspects of one's life. For practitioners wanting to use the concept of career anchors in workshops and career counseling, Schein has developed an instrument that helps people identify their career anchor.

Erikson: Stages. Lippitt (1980) describes some of the first career stages based on the early work by Erik Erikson on the maturation process. This research cites the early work experiences as one of the most important factors in developing a person's attitude toward work and in obtaining a balance between self and work. Also described are the key factors involved in achieving career integration.

Holland: Personality Types/Job Types. Holland's (1973) theory of vocational development views vocational interests as an expression of personality and explains that "people search for environments that will let them exercise their skills and abilities, express their attitudes, problems and roles" (p. 4). He classifies personality types and jobs into several categories: realistic, investigative, artistic, social, enterprising, and conventional.

Super: Development Stages. Super's (1975) theory is based on the concept that an individual's career development progress through a series of stages, each "characterized by the special importance of certain social expectations" (p. 21). The stages he posits are growth, exploratory, establishment, maintenance, and decline.

In conclusion, since the late 1970s, very little has changed in the career development field in the area of theories that explain career behavior. The theoretical basis for career behaviors is used primarily in the individual career planning workshops and in the self-assessment tools that are part of career resource centers.

Career Planning Workshops

Career planning workshops have been described in the literature since the 1970s. In a survey of career development techniques, 78 percent of organizations reported using career planning workshops (Gutteridge and Otte 1986).

Three recent trends have guided career planning workshops in different directions. The first trend focuses on teaching employees to feel more powerful in acting on their career plans. The second trend indicates movement away from teaching employees to explore other career fields and toward developing their current job and increasing their chances for movement into other areas by being successful in their

current position. The third trend is toward life career planning, as organizations become less secure places. Workshops continue to focus on self-assessment instruments, problem-solving and decision-making processes, and developmental action plans.

Haag-Mutter (1986) describes career development in the workplace. A career development workshop for hourly and salaried employees of Monarch Marking, Inc., was implemented to motivate employees to pursue job opportunities in different areas of the company. The program involved traditional activities but, in addition, a meeting was conducted for supervisors of employees who had taken part in the workshop. As a result of the workshop, it was found that 16 percent of the hourly employees had been promoted to salaried positions, and another 15 percent transferred to other areas of the company to start working toward their career objectives.

Nusbaum (1986) describes a career development program at the Pioneering Research Laboratory of DuPont Corporation that involved seminars and other support programs, such as a career library, career development psychological measurements for employee self-awareness, and information on job opportunities. The main purpose of this program was to increase job satisfaction.

Hanson (1982) identifies changes in career planning concepts through an employee survey that uncovered eight factors that are highly correlated to job satisfaction and careers. It is significant that many of these factors do not involve a transfer into another job. The eight factors are--

1. Responsibility for decisions affecting employees' work.
2. Education, training, conference, and publication resources.
3. Management's priority for career development concerns.
4. Working relationship with the supervisor.
5. Challenging assignments.
6. Visibility.
7. Perception that employee performance is related to their career development.
8. Interaction with the supervisor regarding performance and development.

It is interesting to note that salary and employment security are not included in the items that were most correlated with job satisfaction in this survey.

Russell (1984) discusses another career planning workshop that was implemented at Lockheed Marine. Having up-to-date information about the organization was the key point of the article.

A workshop teaching career power at Martin Marietta Company was described by Getty (1986). The evaluation of this workshop to develop feelings of empowerment in individuals showed that participants believed the program had a positive, lasting affect on their sense of career power.

Another program related to career power is described by Griffin and Nickerson (1984). In this program, lower-level employees were taught the principles of career planning and network building. In addition, the workshop encouraged participants to increase their power by stating their needs directly, asking for what they wanted, and understanding their rights as persons. "An independent study showed that program partic-

ipants have higher self-esteem and a greater sense of control over their situations than employees who have not been through the program. Participants felt better able to handle frustrations on the job, are able to speak up for their needs and rights, and are able to perform at the best of their ability" (p. 77). Other results showed that people were promoted to better jobs and that employee turnover and absenteeism decreased.

This concept of power and influence is also supported by Kaye (1988), who found that in participant follow-up situations a crucial skill for enabling people to implement their plans is missing from typical career development training: the ability to influence others effectively in pursuit of career goals. Kaye discusses five influencing styles--persuading, asserting, bridging, attracting, and disengaging.

Some of the other workshops reported in the literature focused on improving job performance. The workshops related an individual's performance to the overall goals of the company and taught aspects of career planning. Bardsley (1987) describes the career planning workshop at IBM. This workshop focuses on the interests, skills, and contributions inherent in the job, rather than on job titles. Employees study the components of their own job, relate the components to their interests and skills, and learn how to make the job more challenging and gratifying. In addition, participants are taught how jobs evolve from business needs. Many career development workshops do not provide transfer back into the work environment; that fault was corrected in this workshop. Employees were given the content necessary to write a development plan that they later reviewed with their managers. This review is part of a career development plan built into the manager-employee relationship.

The results of the IBM program showed that participants actually demonstrated skills of self-assessment. These skills increased from 18 percent to 91 percent. Similarly, their development planning skills increased from 21 percent to 91 percent. Participants also increased their confidence in relating data, interests, and skills to job and career alternatives. In addition, they increased their ability to complete an employee plan, raised their perception of their ability to repeat the self-assessment process with other jobs, had an increased sense of responsibility for their overall career development and creation of development plans, and developed a willingness to take more initiative for future development planning decisions with their managers. Although employees had development plans before the workshop, only a few of them had real ownership and commitment to the plan. After the workshop their commitment increased dramatically. Most important, employees increased their perception of the opportunity to move to a better job and gained a sense of control over their own career development. This indicates an increase in the feelings of empowerment in employees that may come out of a traditional career planning workshop that does not specifically address career power. What is most interesting is that only 4 percent of the employees "equate promotion with the opportunity for a better job; this surprises many managers because they often assume that opportunity and promotion are synonymous" (p. 60).

A workshop at TransAmerica Occidental Life Insurance is reported by Klubnick (1988). The workshop focused not only on career development but also on increasing personal and management skills and was targeted toward managers. The career development program was designed at the employees' request. The workshop involved short orientation sessions in which participants were

introduced to the concept of career development, an individual's responsibility in a career development process, the role of the manager as coach/supporter in the development process, the support services available through career development, and a position assessment package.

Except for some new emphasis on current jobs or power, career planning workshops have changed little since the original workshops done at such organizations as Lawrence Livermore in California by Marlys Hanson. The earlier workshops and their benefits are still strong. An early follow-up study of the Lawrence Livermore program showed that "47% assumed new tasks on the same job; 36% reported increased avocational interest; 32% took courses related to their current career; 21% took courses for personal growth; only a few participants switched jobs (13%) or careers (7%); and participants voiced strong needs for more support from management" (Hanson 1981, p. 84). The study had value other than the information it provided. "It represented an acceptable way of doing business."

Kelly (1982) describes some of the career development programs at Zale Corporation and gives an example of a program that focuses on job performance and movement through different phases in order to perform successfully as a store manager. The career development program was not designed to supply policy or procedure information or describe "how to do it" in detail. It does, however, provide a guide that directs the employee through a series of practical experiences and exercises that provide the skills and knowledge necessary for accomplishing the day-to-day requirements in all job functions. Again, the emphases on actual job improvement was the key component of this program.

In a follow-up program on a career planning workshop offered at the Naval Underwater Systems Center, Kapurch (1983) describes how workshop participants improved their work situation within existing organizational constraints. "Most changes reported in the job/career area were lateral transfers, followed by promotions and on-the-job training. Fewer changes reported were promotions, or for broader or more expanded job moves, such as transfers to other laboratories or sabbaticals. Career changes usually involved switching from one job to another in the same field. Participants who chose to detail their changes mentioned that they had sought newer projects or more expanded job responsibilities as well. These job/career changes point to active efforts on the part of the workshop participants to improve their work situation by working within existing organizational constraints" (p. 49). This workshop focused on improving goal setting and planning and teaching participants to think about and formulate goals. "When asked to rate their overall success at reaching goals or making changes, 52% of the respondents rated themselves 'fairly successful'" (pp. 49-50). This workshop focused on several aspects of employees' career lives. Topics included clarifying employees' needs and interests; gaining a better overall perspective of the employee's job, life, and future; and setting goals. The main goal of this workshop was to increase motivation on the job.

Leibowitz and Schlossberg (1982) describe the career transitions that individuals go through and the types of career planning programs. Career transition workshops held at the Goddard Flight Center included the concept of career stages that individuals go through and the kinds of planning needed in order for individuals to make the transition from a technical specialist to management. The authors

also presented other career transitions workshops for plateaued employees entitled "Seminar in Career Perspective for Mid-level Professionals" as well as a workshop on retirement planning.

In essence, the focus on power and improvement on the job are the two new elements in career planning workshops. Most of the research and reporting on career development in the workplace has been in the area of career planning. Although career planning workshops are the most highly visible area for career development, they have less impact on an organization than some of the other career development program components.

In summary, career planning workshops have been reported on more than any other component of career development in the literature. Very little has changed in the last decade except for an emphasis on career development on the current job and the concept of power. Career development workshops continue to be a popular and important part of the career development process. They are much more motivating than workbooks and computerized career discussion software; however, to be most effective they need to be supported by company career information and not exist in isolation. Stand-alone career workbooks and computer systems often are more flexible and sometimes more accessible methods for organizations to provide to employees. For example, workshops need to be tied to managers' discussions or outplacement activities. They work best if an employee has a "real" reason for attending.

Many new practitioners ask which components are needed in their organizations. The tools and resources that are available to help organizations assess their needs are described in the next section.

ASSESSING THE ORGANIZATION'S NEED

Assessing the organization's need is one of the most important steps in establishing a career development system. Individual and organizational obstacles need to be considered. Surveying instruments that help assess the particular needs of the organization are one of the most helpful ways of looking at the needs and obstacles of career development programs.

One of the most widely used instruments, developed by Farren, Kaye, and Leibowitz (n.d.), is called "What's Your Career Development Quotient?" In this model, potential problems in the organization such as lack of prepared managers or limited career paths are assessed. Shifts in the organization are viewed from the perspective of technology or demographics, and then the structures or programs that can address these areas, such as assessment centers or job posting systems, are examined. Finally, possibilities for addressing the organization's particular needs are listed.

A very comprehensive instrument was developed by Williamson and Otte (1986) to assess the need for career development in an organization. The assessment begins with information that individuals need about themselves and the organization. Also assessed is information that the organization needs about its goals and the types of jobs required to meet these goals, as well as information about its employees. The next area on the instrument pertains to ways of obtaining, maintaining, and using information; it lists the different types of programs that may be used toward this end, such as forecasting and succession planning systems. The instrument enumerates a number of career program opportunities including career counseling, career workbooks, career workshops, development systems, and rewards systems. The last section assesses the management climate and communication style.

The Career Development Opportunity Inventory (1984) developed by Goldner, Hutcheson, and Otte is a self-assessment instrument for organizations to help them determine which career-related management systems or which career development interventions offer the greatest "opportunities" in increasing the impact of the human resources function in an organization. The Development Management Inventory (Hutcheson and Otte 1985) is a companion assessment to help managers determine to what extent their management behaviors support employee career development.

In summary, assessment instruments can help organizations determine what is or is not in place. After an organization decides on the appropriate components, there are many issues to consider in order to ensure successful implementation. These implementation principles are considered next.

IMPLEMENTATION

A method for beginning a career development program is described by Leibowitz, Farren, and Kaye (1985). They provide 12 different principles that are useful in implementing a career development system:

1. State specifics. "Career development for its own sake no longer works." Have a clearly defined target group. Collect data on specific needs.
2. Tie the program to overall human resource development.
3. Tailor the program to the culture.
4. Build from a conceptual base.
5. Plan long-term approaches, short-term payoff.
6. Formalize.
7. Design multiple approaches.
8. Co-design and manage the project.
9. Ensure top management support.
10. Involve managers (advisory committees).
11. Publicize accomplishments.
12. Start small.

Hanson (1981) suggests the following steps for practitioners starting new career development programs:

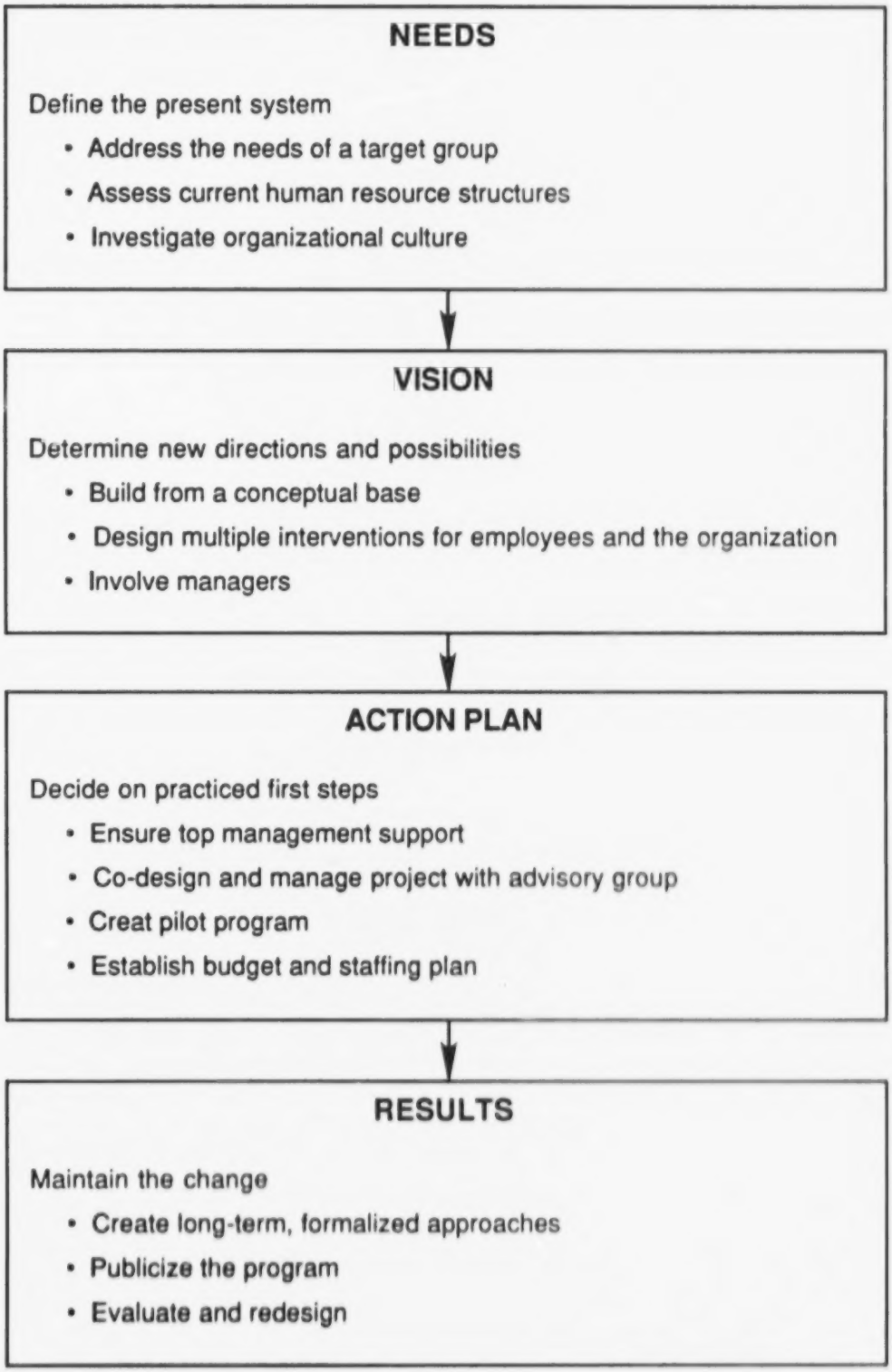
- o Using a strategy based on a need felt by the organization
- o Seeking support and involvement from highly esteemed managers
- o Moving quickly from general to specific plans and having a set of workable steps
- o Using a pilot approach
- o Maintaining a good communication system regarding the program
- o Respecting the habit patterns of individuals involved
- o Giving visibility to newly evolving behaviors and attitudes
- o Not pressuring people to get involved
- o Keeping cost low
- o Having a strong commitment to human resource development

Leibowitz, Farren, and Kaye (1986, p. 11) present an excellent model for designing career development systems (see figure 5). This model builds on concepts described in their articles, "Will Your Organization Be Doing Career Development in the Year 2000" (1983), and "The 12-Fold Path to CD Enlightenment" (1985).

Although this is not addressed in depth in the literature, evaluating career

systems is a critical part of implementing career development. Leibowitz, Farren, and Kaye (1986) address some of the methods for evaluating programs.

In summary, implementation of career development should be looked at as a change project with steps to take and many questions to ask.


NEEDS
Define the present system
• Address the needs of a target group
• Assess current human resource structures
• Investigate organizational culture
VISION
Determine new directions and possibilities
• Build from a conceptual base
• Design multiple interventions for employees and the organization
• Involve managers
ACTION PLAN
Decide on practiced first steps
• Ensure top management support
• Co-design and manage project with advisory group
• Creat pilot program
• Establish budget and staffing plan
RESULTS
Maintain the change
• Create long-term, formalized approaches
• Publicize the program
• Evaluate and redesign

SOURCE: Leibowitz, Farren, and Kaye (1986)

Figure 5. Model for designing career development systems

RECOMMENDATIONS, TRENDS, AND FUTURE RESEARCH NEEDS

Career development processes are and will continue to be a challenge. Based on our experience in organizations, we would recommend the following:

- Identify the specific business needs of the organizations and address those needs with programs. For example, if it is difficult to locate people in the organization to fill positions, a succession planning program to identify promotable managers might be the place to start.
- Link each of the new programs to other parts of the total career development system. Each part also strengthens the other parts by providing other methods to promote career development in the organization.
- Start small with a specific program that fills a critical need.
- Involve top management especially in such programs as succession planning.
- Design the program with an advisory committee of line management.
- Design your program in terms of what works in your organizational culture. What worked at another company may not work in your organization.
- Consider the importance of reward systems and follow-up systems. A good training program is not enough to effect complete change.
- Develop components or parts of your system by beginning with pilot programs. This gives you the opportunity to tailor the program to the needs of your clients.
- Do not call career development a program because programs come and go--it is a process.
- Build on what is in place--do not recreate the wheel. Put effort into making it work.
- Define objectives and evaluate based on these objectives at each stage.

As always, new ideas develop on how to serve the needs of individuals and organizations. The following trends in new programs or ways to use career programs are emerging:

- Use of career development systems as a change strategy to help organizations meet their competitive business needs
- Emphasis on career development as an integrated system and, therefore, a wider definition of career development in organizations
- Emphasis on career workshops on developing and performing the current job as well as future jobs
- Continuing frustrations because employees want more career information, but the rapid changes in or-

ganizations make it increasingly more difficult to stay abreast of current information

- The inclusion of orientation and selection processes in career development models
- The close tie of career development issues and compensation issues
- Increased emphasis on lateral, downward, and exploratory moves versus upward moves
- Increased emphasis on rewarding managers for developing people
- Increased emphasis on how to develop people using everyday assignments as a strategy in career discussions
- Continued emphasis on succession planning and particularly high potential identification
- Continued emphasis on employees being responsible for their own careers
- Increase in computerization of career information
- Increased attention and concern about career plateauing
- Streamlining career programs to meet demands of busy managers
- The globalization of career development
- Increased use of special career development programs to meet the needs of technical or skilled professionals

In addition, Pinto (1980) reports the following trends. He sees a greater ownership by the line managers by having practitioners use management's input to design the program, while the human resource development professional claims leadership for developing it.

Hall (1986) points out that the single most important development regarding careers in recent years is human resource planning--the process of linking the organization's business strategy with the strategy for managing human resources. Detailed descriptions of strategic human resource planning are found in Fombrun, Tichy, and Devanna (1984) and Hall and Goodale (1986). Recent literature presents several models for career systems that link human resource planning and strategic planning. These new trends are fruitful areas for researchers and organizations to consider in order to support future programs.

There are not many new ideas in the literature. The emphasis has been on how to design and implement the parts of the system. Future research and reporting are needed in several areas:

- Case histories of total systems approaches with the system described in the broadest terms rather than with descriptions of one component
- Research on the integration of career systems with other systems such as compensation
- Focus on actual solving of business needs rather than descriptions of processes
- Evaluations of programs based on the objectives and needs of the organization and the outcomes of these programs
- Organizational cultural variables and their effects on design and implementation strategies
- Emphasis on career issues facing organizations and individuals sur-

rounding downsizing, flattening of organizations, mergers, and acquisitions

- o Effective use of dual or multiple career tracks
- o Elements in systems that maintain their existence and impetus
- o Impact of new management concepts such as sociotechnical systems designed on individual careers

The career development practitioner is encouraged to take a broad approach to career development and understand all of the components. This field, in contrast to other topics in human resources, is still reported on fewer times in the literature.

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